

INDEX

Volume Thirty-One (1985)

Issue 1	1-115
Issue 2	116-228
Issue 3	229-314
Issue 4	315-417

ABRAHAMSEN, A. Robustness, redundancy, and cross-domain relations in development: An afterword. 223-228.

ABRAHAMSEN, A., CAVALLO, M. M., & MCCLUER, J. A. Is the sign advantage a robust phenomenon? From gesture to language in two modalities. 177-209.

ARSENIO, W. F., & FORD, M. E. The role of affective information in social-cognitive development: Children's differentiation of moral and conventional events. 1-17.

ASHER, S. R. See RENSHAW, P. D.

BAKER, R. L. See MEDNICK, B. R.

BARLOW-ELLIOTT, L. See SHARP, K. C.

BIALYSTOK, E., & RYAN, E. B. On precision and the virtue of simplicity in metalinguistics: A reply to Menyuk. 261-264.

BIALYSTOK, E., & RYAN, E. B. Toward a definition of metalinguistic skill. 229-251.

BING, E. G., & MORRIS, W. N. The effect of direct and vicarious task feedback on the achievement expectations of black and white children. 301-314.

BONVILLIAN, J. D. See ORLANSKY, M. D.

BOOKS RECEIVED. 411-413.

BREGMAN, N. J. See LIPSCOMB, T. J.

BRENES, M. E., EISENBERG, N., & HELMSTADTER, G. C. Sex role development of preschoolers from two-parent and one-parent families. 33-46.

BROWN, M. J. K. See CAMRAS, L. A.

CAMRAS, L. A., PRISTO, T. M., & BROWN, M. J. K. Directive choice by children and adults: Affect, situation, and linguistic politeness. 19-31.

CANDY-GIBBS, S. See SHARP, K. C.

CAVALLO, M. M. See ABRAHAMSEN, A.

CONSULTING EDITORS. Issue 2; Issue 4.

CROCKENBERG, S. Toddlers' reactions to maternal anger. 361-373.

DANSKY, J. L. Questioning "A Paradigm Questioned": A commentary on Simon and Smith. 279-284.

EISENBERG, N. See BRENES, M. E.

FAGOT, B. I., KRONBERG, S., & MACGREGOR, D. Adult responses to younger children in risky situations. 385-395.

FORD, M. E. See ARSENIO, W. F.

GIBBS, J. C. The problem of knowledge, still: A review of Liben's *Piaget and the Foundations of Knowledge*. 111-115.

GOLDIN-MEADOW, S., & MORFORD, M. Gesture in early child language: Studies of deaf and hearing children. 145-176.

GOLDSMITH, R. See RADIN, N.

GOTTFRIED, A. W. Measures of socioeconomic status in child development research: Data and recommendations. 85-92.

HAYES, D. S., & KELLY, S. B. Sticking to syntax: The reflection of story grammar in children's and adults' recall of radio and television shows. 345-360.

HELMSTADTER, G. C. See BRENES, M. E.

HOCEVAR, D. See MEDNICK, B. R.

HOFFMAN, C. D., & TEYBER, E. C. Naturalistic observations of sex differences in adult involvement with girls and boys of different ages. 93-97.

KELLY, S. B. See HAYES, D. S.

KRONBERG, S. See FAGOT, B. I.

LEWIS, M., & SULLIVAN, M. W. Imitation in the first six months of life. 315-333.

LIPSCOMB, T. J., McALLISTER, H. A., & BREGMAN, N. J. A developmental inquiry into the effects of multiple models on children's generosity. 335-344.

MACGREGOR, D. See FAGOT, B. I.

McALLISTER, H. A. See LIPSCOMB, T. J.

MCCLUER, J. A. See ABRAHAMSEN, A.

MEDNICK, B. R., BAKER, R. L., & HOCEVAR, D. Family size and birth order correlates of intellectual, psychosocial, and physical growth. 67-84.

MENYUK, P. Wherefore metalinguistic skills? A commentary on Bialystok and Ryan. 253-259.

MORFORD, M. See GOLDIN-MEADOW, S.

MORISON, V. See SLATER, A.

MORRIS, W. N. See BING, E. G.

ORLANSKY, M. D., & BONVILLIAN, J. D. Sign language acquisition: Language development in children of deaf parents and implications for other populations. 127-143.

PETRUN, C. J. See SHARP, K. C.

PRISTO, T. M. See CAMRAS, L. A.

RADIN, N., & GOLDSMITH, R. Caregiving fathers of preschoolers: Four years later. 375-383.

RENSHAW, P. D., & ASHER, S. R. The study of children's social goals: A reply to Gresham's commentary. 105-109.

RYAN, E. B. See BIALYSTOK, E.

SANBORN, M. E. *See* STIPEK, D. J.

SHARP, K. C., CANDY-GIBBS, S., BARLOW-ELLIOTT, L., & PETRUN, C. J. Children's judgment and reasoning about aliveness: Effects of object, age, and cultural/social background. 47-65.

SHATZ, M. An evolutionary perspective on plasticity in language development. 211-222.

SIMON, T., & SMITH, P. K. Play and problem solving: A paradigm questioned. 265-277.

SIPLE, P. Plasticity, robustness, and language development: An introduction to research issues relating sign language and spoken language. 117-126.

SLATER, A., & MORISON, V. Selective adaptation cannot account for early infant habituation: A response to Dannemiller and Banks. 99-103.

SMITH, P. K. *See* SIMON, T.

STIPEK, D. J., & SANBORN, M. E. Teachers' task-related interactions with handicapped and nonhandicapped preschool children. 285-300.

SULLIVAN, M. W. *See* LEWIS, M.

TEYBER, E. C. *See* HOFFMAN, C. D.

VANDENBERG, B. R. The effects of retardation on exploration. 397-409.